DOCUMENT RESUME

ED 343 992 UD 028 621

AUTHOR Little, Joanne
TITLE Tutoring Success! A Joint Project of Anderson School District One and the National Dropout Prevention Center.
INSTITUTION Anderson School District One, Williamston, SC.; National Dropout Prevention Center, Clemson, SC.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Nov 90
NOTE 25p.
AVAILABLE FROM National Dropout Prevention Center, 205 Martin Street, Clemson University, Clemson, SC 29634-5111 ($2.95).
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; Attitude Change; *Dropout Programs; Educational Objectives; Elementary Secondary Education; Program Evaluation; *Program Implementation; Remedial Instruction; *School Districts; *Student Attitudes; *Tutorial Programs; *Urban Schools

ABSTRACT

This manual details the fundamental steps necessary to create a successful tutoring program. It is based on the experiences of the Anderson (South Carolina) School District One (ASDO) in their tutoring project initiated in 1989-90. The school district intended to increase homework completion, raise test scores, improve attendance, and generate more positive attitudes toward learning and the school system. The following five steps are essential for establishing a tutoring program: (1) goal setting; (2) program operation; (3) recruitment; (4) orientation and supervision; and (5) evaluation. Details for each step are described and illustrated from the experience of the ASDO. In the ASDO, marked progress was seen in each of the areas of concern, as potential dropouts became future graduates and many volunteers invested time and energy in the educational growth of the children. There is a five-item list of references. An appendix contains sample forms used in establishing the tutoring program. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED343992

TUTORING SUCCESS!

A PUBLICATION OF: ANDERSON SCHOOL DISTRICT 1 and THE NATIONAL DROPOUT PREVENTION CENTER

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Smink
Nat. Dropout
Prevention Ctr

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

TUTORING SUCCESS

A JOINT PROJECT OF
ANDERSON SCHOOL DISTRICT ONE
AND
THE NATIONAL DROPOUT PREVENTION CENTER

BY:
JOANNE LITTLE

EDITED BY:
LINDA SHIRLEY AND LIB CROCKETT

NOVEMBER 1990

ACKNOWLEDGMENT

Anderson School District One has piloted a multi-component dropout prevention project since 1988 with primary funding from the US Department of Education under the Federal Dropout Demonstration Assistance Program. In 1989, funding and technical assistance from the National Dropout Prevention Center at Clemson University facilitated districtwide implementation of the tutoring program to enhance pursuit of project objectives. Our staff's readiness to share strategies and assistance with other educators is offered toward the debt we owe the National Dropout Prevention Center and the US Department of Education on behalf of our at-risk students.

Sandy Addis
Director of Dropout Prevention
Anderson School District One

FOREWORD

The National Dropout Prevention Center is committed to identifying the most effective strategies that encourage high school students to graduate. The Center then disseminates this information to those on the "front lines" who can put these strategies into practice.

Current research documents that one of the most beneficial strategies is encouraging a one-on-one relationship between a student and another individual. This has shown to be especially helpful with students at-risk who frequently feel like no one cares about them. A tutoring situation provides many opportunities to forge this bond. A tutor can play the role of "significant other" in a student's life while at the same time providing extra help in academics and reinforcing study skills that are helpful in other school activities.

During school year 1989-90, the Center and South Carolina's Anderson School District One initiated a tutoring project. The response from school personnel and the community-at-large was tremendous. We watched as the program grew, developed and expanded beyond our initial expectations. We observed more students completing homework and making up absences. We saw students develop more positive attitudes about school and about themselves. This manual is the outgrowth of that project and an effort to help other schools experience the same changes that we saw in Anderson.

It is our hope that *Tutoring Success* will be a valuable tool for school personnel who want to implement this powerful intervention strategy into their current school program.

Jay Smink
Executive Director
The National Dropout Prevention Center
Clemson University
Clemson, South Carolina

PREFACE

It's no secret that one-on-one instruction yields tremendous rewards. Studies continue to reinforce the benefits of tutoring for both tutor and study partner. Watching a child who once lacked a desire for learning, a positive self-image and the basic study skills begin to improve academically and experience success is worth the time and minimal financial cost. Success breeds success. Soon the positive efforts are contagious to all involved— tutor, teacher, parent, school employees, district administrators and community citizens.

Anderson School District One instituted a districtwide program with the intent of serving students who needed supplemental reinforcement. Our goals were to increase homework completion, raise test scores, improve daily attendance and generate more positive attitudes toward learning and the school system. During the past year we have seen marked progress in each of these areas. Potential dropouts became future graduates. Disinterested and frustrated parents became involved and supportive of their child's academic development. Many volunteers shared their time, encouragement and talents thus enhancing the educational growth of our children. And most significantly, an effective network system for communication was established in the community.

The intent of this guide is to detail the fundamental steps necessary for creating a successful tutoring program based on our experience. These actions are simple to implement and invaluable. All that is needed now is commitment, some financial assistance and a ton of positive energy.

Joanne Little
Tutoring Coordinator
Anderson School District One
Williamston, South Carolina

TUTORING SUCCESS

CONTENTS

ACKNOWLEDGMENTS i
FOREWORD ii
PREFACE iii
THE NEED 1
WHY TUTORING WORKS 1
ESSENTIAL STEPS FOR SUCCESS 2
STEP ONE: GOAL-SETTING 3
STEP TWO: PROGRAM OPERATION 4
STEP THREE: RECRUITMENT 5
STEP FOUR: ORIENTATION & SUPERVISION ... 7
STEP FIVE: EVALUATION 12
OUTCOMES 13
REFERENCES 14
APPENDIX 15

THE NEED

Approximately 30 percent of today's children have no one at home to greet them when they come from school (Teacher Magazine, 1990). This lack of adult supervision can have negative effects on some students' grades or achievements. Without a caring adult present to guide and direct them, some students may lack the motivation, perseverance and skill needed to complete homework assignments, prepare for tests or review material presented in class. Inadequate home preparation can result in lower grades or course failures. If this pattern of behavior persists throughout the elementary and middle school grades, the risk of dropping out dramatically increases. And when a student is retained twice, it is almost certain that he or she will not complete high school (Grissom and Shepard, 1989).

Anderson School District One developed and implemented the Tutoring Program during school year 1989-90 in recognition of the need to help students who have difficulty in completing homework, preparing for tests and need to sharpen study skills.

WHY TUTORING WORKS

For countless years people have learned through observation and from listening to others. Tutoring:

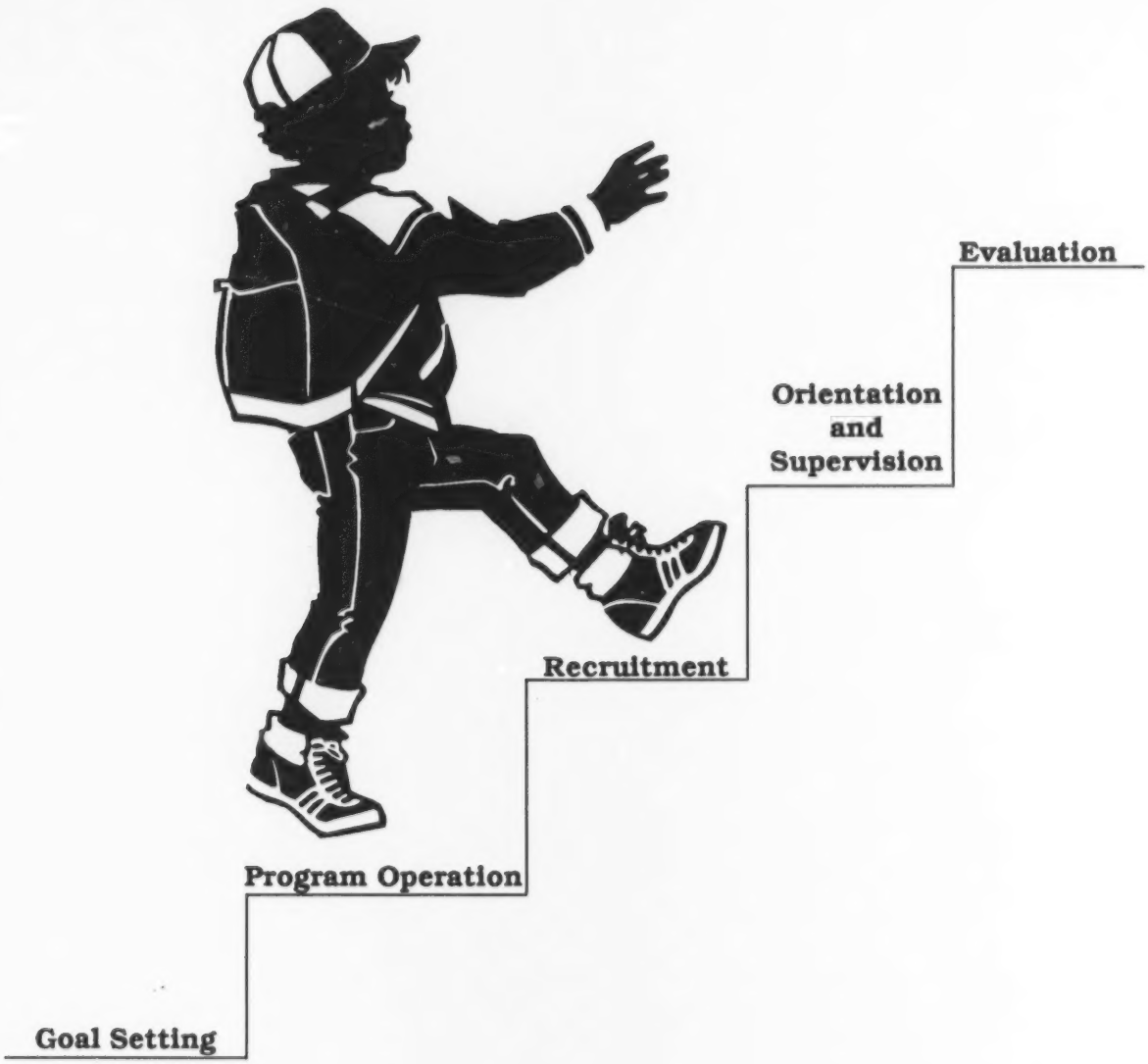
- allows for individual learning paces;
- gives instant feedback and direction;
- improves self esteem and confidence and
- encourages feelings of acceptance.

It is an ideal way to meet the individual needs of a child while building trust in our educational system.

Studies reveal that tutored students perform better academically than those not tutored (Education That Works: An Action Plan for the Education of Minorities, 1990). Having a caring adult or peer work with a student one-on-one makes that student feel special. It provides the perfect "non-threatening" situation for a positive monitoring relationship. Once the bonding between tutor and student begins, changes soon follow. Cohen and Kulik (1981) found that 87 percent of students who participated in tutoring programs outperformed those who did not. They also found that all of the tutored students demonstrated more positive attitudes than those not receiving assistance.

According to the "Review of Programs Involving College Students as Tutors or Mentors in Grades K-12," more than 200,000 students across the nation were tutored by approximately 63,000 college students representing 921 college campuses during school year 1987-88. The study found that both the college students who served as tutors and the younger disadvantaged students who were tutored benefited from the experience. Those programs cited as being the most effective had several common characteristics: a highly developed structure requiring specific time commitments, diligent screening of prospective volunteers, thorough training and monitoring of tutors as well as close relationships between colleges and schools (Report on Education of the Disadvantaged, August, 1990).

ESSENTIAL STEPS FOR SUCCESS



There are five essential steps, illustrated above, in developing and maintaining a successful tutoring program. These steps include goal setting, program operation, recruitment of students and tutors, orientation of students and tutors and evaluation of the program. Each of these steps is discussed on the following pages.

STEP ONE: ESTABLISH SPECIFIC GOALS AND OBJECTIVES

In order for a tutoring program to be effective, specific goals must be based upon clearly identified local needs. A needs assessment based on some of the following sample questions will be helpful to program planners:

- Which students need special assistance through tutoring?
- What kinds of assistance are needed?
- Where are the greatest needs?
- How are the needs not being met by current programs or practices?
- What kinds of resources are available to meet these needs?

Once these questions are answered, goals and objectives can be developed. For example, the goals of Project R.E.T.A.I.N., a tutoring program in Berwick, Pennsylvania are to:

- Help potential dropouts improve their academic performance.
- Provide additional support and encouragement in the student's learning process.
- Teach good study habits and improve study skills.
- Create a successful learning experience for students.

Objectives are specific, measurable outcomes upon which a program is based. Activities are the mechanisms used by a program to reach its objectives. One objective for a tutoring program may be:

> Fifty percent of students who participate in the program will show improvement in homework completion and study skills by the end of the school year.
>
> One activity to support that objective could be:
>
> Five 30 minute workshops conducted during the school year which would emphasize appropriate study habits.

Remember to set some short-term, readily achievable goals. Success experienced early keeps interest high and participation steady.

STEP TWO: DEVELOP A SYSTEM FOR MANAGING THE PROGRAM

The foundation of a tutoring program is an efficiently operated system. A look at the components listed below and the design question generated by each will ensure careful thought and advance planning. Analysis of program goals will provide additional information to create a manageable system which must be in place prior to tutoring activities.

Referral .....How will students be referred to the program?
Topics .....What material will be covered during the session?
Assignments .....How will assignments be generated for each session?
Accountability .....What should the tutor do if the student isn't present?
Location .....Where will tutoring take place during and after school hours?
Alternatives .....If the tutor cancels, what alternative measures are available?
Number .....How many sessions will each student receive?
Evaluation .....How will individual sessions be evaluated and recorded?
Feedback .....How will teachers and parents receive immediate feedback?
Measurement .....How will tutoring results be measured statistically?
Incentives .....What incentives will be offered to students, tutors and teachers?
Training .....What information and knowledge should volunteers be taught?
Results .....How will the program's effectiveness be evaluated?
Communication .....How will information and feedback on scheduling and changes be communicated?

The system of operation for Anderson School District One's Tutoring Project was developed and field tested during the initial year of project implementation. The following components are a sampling of the types of forms and systems that enabled the program to operate smoothly. These can serve as guidelines that can be adapted to meet specific local needs.

Typical System Components

1. **Referrals**: Parents, teachers or counselors may submit a referral. Students can even refer themselves.

2. **Contract Agreement**: A meeting is held with the student, teacher, parent, counselor, tutor and project administrator to determine specific academic needs, time, day, location, number of sessions and each person's responsibilities.

3. **Assignment Request**: Each week the referring teacher receives a form (reminding him/her of the date, time and location for student's tutoring session). The teacher attaches an assignment and returns the form to the tutoring assignment bin prior to the session.

4. **Homeroom Reminder**: Each week the student receives this slip during homeroom reminding him/her of the tutoring session.

5. **Tutor Evaluation**: The tutor completes a written evaluation of the tutoring session (located on the back of the assignment request) and places it in the teacher's box immediately following the session.

STEP THREE: RECRUIT VOLUNTEERS TO BE TUTORS

Selection

Giving time and talent generates a tremendous amount of personal satisfaction. However, an important part of commitment is dependability. Too often, volunteers don't truly understand the amount of time required, or they don't possess a clear understanding of their responsibilities. When this happens, they are less likely to remain part of a program. Having volunteers define their personal reasons for program participation can be an effective screening mechanism. This can help identify and eliminate early those individuals whose goals are not consistent with the program. Additionally, this will provide the program coordinator with valuable information to enhance every volunteer's experience.

Do not ask more of volunteers than they can provide. Sharing the workload stimulates interest, motivates volunteers and creates a successful program. Stick to the original agreement and keep volunteers focused on their individual goals.

Roles and Responsibilities

For a program to function, participants' roles and responsibilities must be clearly stated and understood. These are stated below for the program as well as those involved.

Program: Effectively serve and monitor as many students as possible while maintaining high standards.

Parent: Express interest, support and encouragement.

Student: Commit to attend sessions, complete assignments, and to learn.

School: Provide back-up support and assistance for tutoring sessions. Communicate any schedule changes or tutor/student unavailablity.

Tutor: Comply with all stated policies so that each child receives a structured environment which enhances learning and builds positive self concepts.

Teacher: Actively participate by making referrals, providing assignments and incentives, encouraging attendance and assisting in tutoring.

Characteristics of Successful Recruiting

Resourceful - Solicit volunteers from a variety of places. Good sources (in order) include: teachers, teacher cadets, students, universities or colleges, business partnerships, parents, civic and professional organizations, churches, retired or substitute teachers and interested citizens.

Enthusiastic - Enthusiasm is that priceless quality that makes everything seem magical. **People who radiate this energy create possibilities out of impossibilities.** Enthusiasm attracts people and inspires them to accomplish goals. Radiating enthusiasm will motivate volunteers and bring energy to tutoring sessions and the entire program.

Cautious - Establish criteria needed for screening potential tutors. Good candidates are those who are outgoing, enthusiastic, confident, positive, patient, helpful, have time to offer and are knowledgeable in certain academic areas. Remember, not every volunteer will make a good tutor.

Resolute - Perseverance is the difference between success and failure. Program coordinators should plan to spend a minimum of 5-10 percent of each working day searching for new ways to generate support. By making this commitment, the program remains viable and serves the greatest number of students.

Understanding - Understanding program needs is essential to effective scheduling. Before matching volunteers and students a thorough understanding of each student's grade level, areas of subject or skills improvement, available times and class schedule are required as well as additional information that might affect the tutoring relationship.

Inventive - Create new methods for recruiting volunteers. Personal letters, newspaper articles, parent contacts, informative presentations, teacher referrals, school volunteer drives and business partnerships are effective ways of generating support.

Thorough - Never lose sight of all the components of the program. Create a recruiting campaign that's organized, simple and exciting.

STEP FOUR: PROVIDE ORIENTATION, TRAINING AND PROGRAM SUPERVISION

Knowledge Makes a Difference

Every individual possesses the need to understand. Without knowledge, one is quickly frustrated. The untrained volunteer typically finds reasons to drop out. Efforts must be directed at making each participant feel comfortable, confident and in control.

Because of the tremendous urgency for outside support, fast tracking is common to volunteer programs. Initially it seems justifiable to place and use a talent volunteer without first providing them with proper orientation and training. Sometimes having an "available" task performer seems to be acceptable. Avoid this method of volunteer training. The key to having a long successful relationship with volunteers is remembering that their needs must come before the program's.

Special consideration must be given to offering knowledge and time when it's convenient. Never forget that an untrained volunteer quickly disappears leaving behind a void to fill.

Orientation and Training: Turning potential problems into opportunities

What to do if . . .

Each session of a tutoring program demands a considerable amount of preplanning and legwork. Despite preplanning, not every session will take place as anticipated. Uncontrollable situations such as family obligations, personal emergencies, school functions/activities, class makeup time, transportation problems, forgetfulness or absence of assignments can cause approximately 25 percent of the scheduled appointments to be missed. Through alternative planning this percentage can be minimized to 10 percent or less. Formulating policies like those below will help control potential problems. It is critical that these guidelines are communicated and clearly understood prior to beginning the tutoring sessions.

Consider the following guidelines:

School closings: All tutors must receive a schedule of student holidays and vacations for the entire year. Procedures should be developed and communicated for handling sessions affected by holidays, vacations, activity days, inclement weather (cancellations, delays or early dismissals), or any other unexpected school closings.

Rescheduling (tutor or student): Situations arise where either the tutor, student or parent is unable to meet the scheduled appointment. For this reason a policy for notification and rescheduling the missed appointment must be established (generally within a specified time period).

Schedule changes: Sometimes both the tutor and student will need to meet at a more suitable time or location. This is acceptable as long as the program coordinator is notified in advance of the change and both parties agree. Changes must be documented and logged for future scheduling effectiveness.

Subject change: Subject requirements for a student are designated on the initial referral form and contract agreement (refer to the appendix). All parties (student, teacher, parent, tutor and counselor) must work together to ensure the student's proper support and academic growth in each area of need. Tutors must be instructed on how to handle a situation in which a student requests to work on something else due to lack of assignment, materials, or interest.

No assignment : Sooner or later a student will arrive for the session without an assignment. Tutors need to know how to handle this. For example, having some general assignments (i.e., study skills, organizational tips or general academic needs like times tables) in each student's file will provide a suitable alternative.

Student no-show: *Tutoring sessions during school*–If tutoring is scheduled during the school day and the student fails to attend, create a list of alternative locations (by teacher and subject) where time can be used. The tutor should notify the student's teacher as well as inform the program coordinator of the change.

Student no-show: *Tutoring sessions after school*–Tutors should wait for 15 minutes before leaving if the student fails to appear. Documentation must be provided to the teacher and program coordinator.

Program participation: Unfortunately there may be situations which call for terminating a student from the program. A predetermined number of unexcused absences or no-shows from sessions which are stated in the student contract will communicate the policy clearly and effectively.

Tutor no-show: Procedures must be established and communicated to students and teachers in the case of a tutor failing to make a session (without notification). Informing the program coordinator of problems as they occur will keep potential problems to a minimum.

Scheduling: A large group of one-on-one sessions in the same location monitored by a staff member ensures that every student receives assistance and each volunteer's time is fully productive.

Contingency planning: Loyalty is fragile. Careful planning does not expose it to unnecessary risks. Problems will occur. Anticipating the worst before it becomes a reality is the best form of damage control.

Supervision: Stop, Look and Listen

Effective communication is the key to a successful program. The program coordinator must make every effort to communicate regularly with **all** program participants. Frequent contact can identify problems and provide for easier (and faster) resolution. In this way, participants' needs can be met which, in turn, engenders greater satisfaction.

Seek information as well as give valuable feedback.

Success depends upon recognizing needs and meeting them.

Listening stimulates learning.

Using the senses illustrated above enhances the ability to understand the feelings, needs and desires of the student, parent, teacher, administrator, office staff, tutor and community. Empathy heightens awareness and ability to act and react.

Creating a Successful Environment

Understanding the secret power of magnetism is the fundamental key to understanding volunteer recruitment and longevity. What influences people to commit support and time voluntarily? Close analysis shows that certain elements make a program appealing.

Successful programs . . .

Look and feel attractive.
Radiate enthusiasm and energy.
Maintain high visibility.
Recruit successful role models.
Utilize personal communication skills.
Extend individual interest and caring.
Include adequate training and open lines of communication.

In essence, successful programs feel good. Volunteer programs must be able to define strategies for creating environments that volunteers find valuable and personally satisfying. Developing successful attitudes provides an atmosphere that breeds success. Success is an attitude just like failure. How one perceives reality determines the final result.

Positive attitudes can easily be cultivated by "scripting" one's thoughts. This term is used to describe the process of visualizing affirmative results. By using the power of suggestion desirable attitudes and behavior are instilled and reinforced. Interestingly, the mind can't tell the difference between what is vividly imagined and what is real. Volunteer programs can capitalize on this advantage by encouraging positive perception. *It's easy*. All it takes is sending out the right signals and ensuring that they are received correctly.

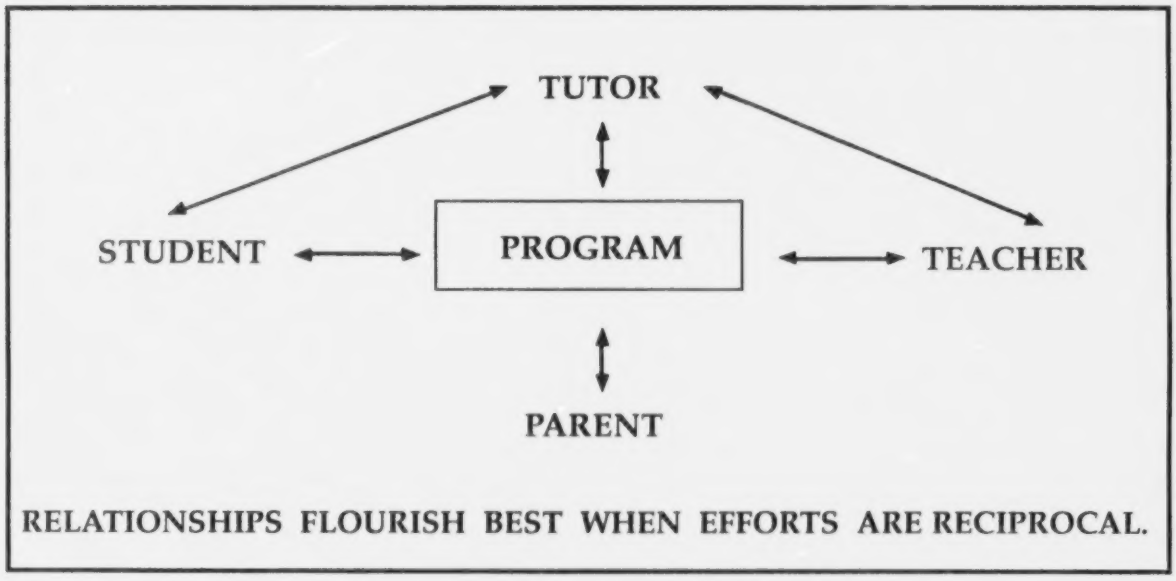
Reach Out and Touch Someone

Love, security and acceptance are primary needs of human nature. People must receive encouragement and praise when they succeed as well as understanding and direction when they fail. The personal touch can greatly enhance an individual's self acceptance and self esteem. Targeting efforts to make people feel worthwhile and appreciated is vital. Everyone (student, tutor, teacher, parent and counselor) has basic needs. Rewards, incentives, surprises, praise, progressive feedback and publicity or recognition are excellent ways to reinforce those positive attitudes.

THE MOST POWERFUL MOTIVATIONAL FORCE IS APPRECIATION!

Communication

Realistically, tutoring programs are networks of communication. Student success is enhanced when all channels are positively nourished as illustrated below. Planting the seeds for open and reciprocal communication produces significant gains.



Reciprocal relationships are characterized by the following elements:

FOCUS:	Define academic weaknesses or needs.
FELLOWSHIP:	Address human needs.
FEEDBACK:	Communicate and reinforce success.
FOLLOW-UP:	Evaluate and adjust future efforts.

Program success is greatly enhanced by feelings of involvement and ownership by all participants. One method to involve everyone is to create an evaluation committee (comprised of an administrator, program coordinator, teacher, parent, student, business representative, counselor, peer and adult tutor) whose responsibility is to evaluate and offer suggestions for increased effectiveness. Evaluation is discussed in greater detail in step five.

STEP FIVE: EVALUATE PROGRAMS; MAKE CHANGES AS REQUIRED

Program evaluation is one of the most critical and frequently neglected aspects of program operation. If program outcomes are not available funding sources will not get the information they need, long-range planning is impossible, needs are not accurately identified or met and planners will not be able to determine whether the program is achieving the results originally desired.

Evaluation procedures are based upon the goals and objectives set during initial program planning. They must be considered at the beginning of any program. Two types of evaluation are needed to determine the success of any program—*formative and summative.*

Formative evaluation is also referred to as process evaluation because it examines day-to-day program operations. This type of procedure answers the question: Is the program doing what it set out to do in the way it is expected to? It provides continuous information to a program planner while activities are in progress. If discrepancies between design and actual program practices are detected, then the project planner either modifies program operations or documents reasons for the changes.

Summative evaluation is also known as outcome evaluation because it documents student outcomes of a program. The basic question answered by outcome evaluation is: How much have the students changed or improved as a result of the program?

Data for both process and outcome evaluation are obtained from such sources as school records, employer interviews, teacher and counselor interviews, community surveys, student observations and pretest/posttest scores. This information is analyzed against program objectives as well as other previously determined standards and compared with baseline data. Both types of evaluation are vital in documenting the success of any program. How this information is used by program planners and decision makers is the final test for any program. Hopefully, by using the results, planners can make informed judgments about the value and continuation of the program.

A Case In Point . . .

Anderson School District One compared the 1988-89 and 1989-90 school years in order to determine the effects of the tutoring program. Analysis of 1988-89 showed a total of 1,205 hours of tutoring and only 25 active volunteers (who received no formal training) in the district. During 1989-90 a total of 412 volunteers participated in the program and spent 6,953 hours tutoring (an increase of 477 percent).

Volunteers were trained leading to a shift in district policy of more instructional use of volunteers. Daily monitoring demonstrated the need for change in some of the original program designs. Initial plans called for tutoring during in-school suspensions. This was not found to be effective and not emphasized. Planners discovered a greater need for repetitive communication (for teachers as well as students). Participants needed frequent reminders of each session to ensure their presence and these changes became part of the management system. Group sessions were found to be more productive at elementary schools than anticipated, and the program was adapted to incorporate more of these.

Middle school group sessions took on a more social aspect than originally thought and this collegiality was encouraged and has been incorporated into next year's program.

Pre- and posttests showed a drop in the total number of year-end F's received by the students in the tutoring program. More homework was completed (one of the needs identified), academic and study skills improved (indicated by a rise in classroom test scores), attendance increased and pre- and posttesting of students demonstrated more positive attitudes about school.

Using all of this information, program planners were able to obtain continued monetary support for the program after initial funding expired.

OUTCOMES

Tutoring programs can be positive experiences for everyone involved. Adults see young people as more trustworthy, trying to improve and to become mature. They gain a more realistic perception of school and youth problems and they become a part of the solution.

Early on students begin to be successful and build upon their experiences. They begin to perceive school as a joyful place and adults as people who care. School performance improves as do communication skills. They learn to ask for help and from whom to ask it. As their achievement increases so does their self-esteem. A healthy self-esteem opens the door to a myriad of opportunities that helps the student to become a happy, healthy, productive adult. An adult who passes these traits from generation to generation.

BEST COPY AVAILABLE

REFERENCES

Cohen, Peter A. and Kulick, James A. (December, 1981). Synthesis of Research on the Effects of Tutoring. Educational Leadership, 39 (3), 227-229.

Grissom, James B. and Shepard, Lorrie A. (1989). Repeating and Dropping Out of School. Flunking Grades: Research and Policies on Retention. London: The Falmer Press.

Quality Education for Minority Project. (January, 1990). Education That Works: An Action Plan for the Education of Minorities. Cambridge, MA: Massachusetts Insititute of Technology, p. 64.

Report on the Education of the Disadvantaged. (August, 1990). 23 (17).

Who You Will Teach. (April, 1990). Teacher Magazine, 1(7), 39.

APPENDIX

The forms displayed on the following pages were developed by Anderson School District One to monitor and manage its program. They can serve as a useful guide for creating forms which can be individualized to meet specific program needs.

TUTORING CONTRACT

On (date) _____, an agreement between _____ and the Tutoring Program has been made. The proposed responsibilities are as follows:

_____ (student) agrees to attend tutoring on _____ (day) at _____ (time) and will notify the project office at 847-9854 or 847-5208 in advance if the session cannot be kept. It is further understood that appropriate materials, an effort to learn and a cooperative attitude are required during each session.

_____ will be scheduled for _____ weeks and will receive a written confirmation prior to each session. At the conclusion of each session, the referring teacher will receive feedback. _____ understands that tutoring privileges will be lost if any of the above agreements are not kept or if there are a minimum of 2 unexcused absences.

_____ (tutor) agrees to maintain the above schedule and will notify the school and project office in advance in case of schedule change or absence.

_____ will provide a structured environment for daily lesson review, homework completion and enforcement of good study habits as outlined by the referring teacher. It is further understood that a written evaluation will be given to the referring teacher following each session.

_____ (teacher) agrees to provide assignments prior to each session as well as channel any communication to the project coordinator that would enhance the student's academic growth and success.

_____ (parent) agrees to provide the necessary transportation (if needed) as well as extend support and encouragement.

The tutoring program will act as a mediator for all parties and will assist in providing a successful supplemental learning experience. The program will be responsible for routing paperwork, scheduling sessions and handling any problems that might interfere with the student's tutoring schedule. It is understood by all parties that the tutoring program is not intended to replace teacher instruction. Its primary function is to provide additional academic reinforcement as well as extend emotional support and encouragement. All parties should keep in mind that the tutoring program is operated on volunteer energies and all expectations should be geared accordingly.

Additional Agreements:

_____

_____

Student _____ Teacher _____

Project Representative _____ Tutor _____

Tutoring Referral

Date: _____ Student Name: _____

School: _____ Grade Level: _____

Referred by: _____ Problem Subject: _____

Homeroom Teacher: _____ Parent's Daytime Phone: _____

Preferred Day & Time for Tutoring: _____ _____

STUDENT CONSENT

I am aware that I have been referred to the tutoring program for academic assistance and am willing to participate.

_____

Student's Signature

When making referrals, please be aware that students will be tutored as volunteers are available. We can not guarantee that every student referred will be served. Please keep in mind that these are volunteers and we should gear our expectations accordingly.

Tutoring Appointment Reminder

Homeroom Teacher: _____

(Please give this reminder to the student.)

NAME: _____

SCHOOL: _____

DATE: _____

PLACE: _____

TIME: _____

IF YOU ARE UNABLE TO COME, PLEASE CALL

847-9854

See you there!

TUTOR: _____

Tutoring Assignment Request

Student Name: _____ Teacher: _____

Grade Level: _____ Subject: _____

Tutor: _____ School: _____

Appointment Date: _____ Time: _____ Location: _____

Assignment: _____

_____

_____

_____

_____

Please return this request to the tutoring file box, prior to the scheduled appointment.

Tutoring Session Evaluation

How long did the tutoring session last? _____

Did the student complete the assigned work? _____

Did the student have any difficulties with the assignment? _____

If yes, please indicate any problem areas: _____

_____

_____

_____

Do you feel the student could benefit from additional tutoring sessions?

If yes, why _____

_____

_____ _____

Tutor's Name Date

Please return this form to the referring teacher's box.

Tutoring Success is the product of a joint effort between Anderson School District One and the National Dropout Prevention Center. This manual was developed to encourage the use of successful school programs for at-risk students that link local schools and the community. Additional copies may be purchased for $2.95 plus shipping and handling. The Center has produced a variety of other products which can be helpful to those who work with at-risk youth.

To obtain a list of publications, call or write:

The National Dropout Prevention Center
205 Martin Street
Clemson University
Clemson, SC 29634-5111
(803) 656-2599

To obtain specific information on the Anderson One Tutoring Project, call or write:

Joanne Little
Anderson School District One
P. O. Box 99
Williamston, SC 29697
(803) 847-9854